

Countering Bullying Policy

Reviewed:	September 2017
Adopted by Governors:	Full Governing Body
Full Governors Meeting:	9 th November 2017
Next review due:	March 2018



Countering Bullying Policy

Our aim is to ensure that Kings Mill school and residence is a caring environment in which everyone feels safe. In-order to have an effective anti-bullying policy all members of the Kings Mill community must be included and involved, they all have a role to play in preventing and responding to bullying. We aim to provide a positive atmosphere and enjoyable learning environment. The Kings Mill curriculum enables pupils and students to have fun, learn appropriately, socialise with peers and the local community, build their own self- esteem and overcome challenges.

Bullying may be:

- **Emotional** - being unfriendly, spreading rumours, excluding, tormenting
- **Physical** - pushing, kicking, hitting, punching, slapping or any form of violence
- **Verbal**- name-calling, teasing, threats, sarcasm
- **Messages** - threats by text messaging, nasty and/or threatening emails & calls
- **Cyber Bullying** - all areas of internet misuse

Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying but will be dealt with appropriately by staff.

Bullying may occur:

- Child on child
- Child on staff
- Staff/adult on child
- Staff to Staff either harassment, grievance or bullying.

Objectives of this Policy

- All teaching, support and care staff, together with pupils, parents and governors should have an understanding of what constitutes bullying.
- All teaching support and care staff and governors should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated and opportunities for it to happen will be minimised.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Procedures for Intervention and Protection

- All reports of bullying will be addressed and the priority will be to support those being bullied and stop the bullying. The incident will be dealt with immediately by the member of staff who has been approached and who will follow school procedures. The leadership team should be informed. In extreme cases safeguarding procedures may need to be followed.

- Communication between staff is crucial to ensure an effective and consistent approach. Persistent cases of bullying will be discussed at the whole staff diary meeting.
- Parents / carers will be informed, their views sought and their support encouraged. This may be by phone call, letter, formal meeting or a home visit.
- Pupils are expected to report aggressive behaviours and not retaliate. Pupils are encouraged to speak to an adult / member of staff they trust.
- Parents are encouraged to report concerns to the school, for example, when a child has not wanted to come to school or they are unhappy. These concerns will be followed up and feedback given.
- Everyone in the school community have a responsibility to respect each other.
- The building will be risk assessed for 'bullying blackspots'.
- All pupils will be risk assessed and specific areas behaviours highlighted if appropriate.
- Having identified a risk staff will outline actions required to address this. Actions will include creating a Positive Behaviour Plan (P.B.P) in consultation with parents and other interested parties/ agencies. These plans (P.B.P's) will include positive interventions, diffusion, sanctions and physical interventions if required to control aggressive incidents from pupils.
- Advanced Behavioural Analysis techniques may be used with specific pupils; this is a positive process for addressing some inappropriate behaviour and teaching alternate communication systems.
- Positive behaviours will be encouraged and rewarded. Sanctions applied, in accordance with the school's Positive Behaviour Policy.
- High staff ratios will enable us to be vigilant with our pupils.
- Pupils will have a voice and be listened to.
- Pupils will be encouraged to develop their self esteem, positive self image and confidence to stand up for themselves in a non threatening manner. This will involve developing communication skills in signing/speaking in order that they may express their views.
- Advice and support will be sought from outside agencies if necessary.
- It is unrealistic to assume we can equip all our pupils to avoid being the victims of bullying or that they may not become potential bully's. What we do is ensure all children are as aware of their own responsibility towards themselves and others. In this way some pupils will be able to protect themselves from potential harm *now and in the future*

Strategies for Prevention

1. Implementing the six schools 'I Care Rules' which are:-

- We listen to each other.
- Hands are for helping NOT hurting.
- We use caring words and actions.
- We care about each other's feelings.
- We are responsible for what we say and do
- We take turns.

2. Pupils are taught to use the '**De Bug' system** which rewards pupils for self-control and dealing with an issue with a peer/ person in a non-confrontational manner. The same system is used for avoidance and reporting of bullying.

The steps are as follows

- Ignore
- Move away
- Get an adult to help.

3. Special assemblies and events are held regularly i.e. anti-bullying week, Beat Bullying days

4. SEAL (Social and Emotional Aspects of Learning) materials to support our pupils with social awareness, managing their feelings, motivation, empathy, social interactions. The framework is divided into seven themes which are covered through assemblies and then transferred into the classroom. The themes are:

- New beginnings
- Getting on and falling out
- Say "no" to bullying
- Going for goals
- Good to be me
- Relationships
- Changes

4. Curriculum planning: right & wrong, risk & danger, human rights, wider work on using mobile phones, making choices.

5. Use of external agencies – The police, Action for Children and Mencap and sex education delivered by the school nurse with a focus on appropriate and inappropriate touch.

6. Staff Training- Staff receive training in safeguarding children, facilitation of person centred reviews and generic person centred approaches, counselling courses, bereavement, ABA, team teach and all areas of pupil communication.

7. Pupils are appropriately supervised at all times.

8. Use of posters to give out key messages.

References

Kings Mill Behaviour Policy 2017
Kings Mill Sex education Policy 2016
Kings Mill Drugs Education Policy 2016
Kings Mill Communication Policy.
E safety policy 2017.

Further guidance and information

For children:

- Child Line (Posters are distributed around the school and residence)
- www.childline.org.uk Tel 08001111
- Beat Bullying www.beatbullying.org.uk Tel: 02087713377
- Think U Know <http://www.thinkuknow.co.uk/>

For parents:

- Parentline Plus www.parentlineplus.org.uk Tel: 08088002222
- The Anti-bullying Alliance www.anti-bullyingalliance.org.uk
- ChildNet www.childnet-int.org
- Kidscape www.kidscape.org.uk Tel 08451 205204